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AUTHOR Carden, Thomas E.
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ABSTRACT

In order to ascertain the effectiveness of Piedmont Technical Institute's implementation of its community services function, this study reviewed current literature, defined community services and effectiveness, designed a questionnaire based on Harlacher's checklist for effective community services programs, field-tested the survey instrument, administered the questionnaire to professional employees and advisory committee members of the institute, organized and analyzed the data by groups, by category, and by item responses, and developed implications and recommendations. Fifty-two persons responded to the questionnaire. Participants rated Piedmont's implementation as frequently to highly effective on 44.8% of responses. Employees active in the community services function perceived effectiveness as greater than those who were not involved. Respondents perceived communications with the community and community involvement in planning and developing the program to be highly effective, but perceived communications within the institute as rarely to never effective. Noted areas of weakness were lack of faculty/student involvement in planning and lack of coordination between agencies to reduce service duplication. Appendices include a copy of the survey instrument and percentages of response for all surveyed groups. (Author/TE)

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AN ANALYSIS OF PIEDMONT TECHNICAL INSTITUTE'S EFFECTIVENESS IN ITS COMMUNITY SERVICES FUNCTION

by

Thomas E. Carden

Piedmont Technical Institute

A PRACTICUM PRESENTED TO NOVA UNIVERSITY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

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AN ABSTRACT OF

AN ANALYSIS OF PIEDMONT TECHNICAL INSTITUTE'S EFFECTIVENESS

IN ITS COMMUNITY SERVICES FUNCTION

Fields noted that the community college is committed by philosophy to the specific purpose of serving all members of the community. This philosophy translates into community services. Community services are educational, cultural, and recreational services which an educational institution may provide for its community in addition to its regularly scheduled day and evening classes.

Piedmont Technical Institute (Roxboro, North Carolina) has committed itself to the philosophy of providing community services to the people of its service area. The purpose of this study was to consider, based on the perceptions of professional employees and members of the community, the effectiveness of Piedmont Tech in the implementation of its community services function. The procedures for conducting this study were as follows: (1) to review current literature, (2) to define community services and effectivencss, (3) to develop a questionnaire based on Harlacher's checklist for effective programs of community services, (4) to field test the questionnaire, (5) to administer the questionnaire to professional employees and advisory committee members of Piedmont Tech, (6) to organize the data by groups, and by category and item responses, (7) to analyze the data to determine areas of strength and weakness, and (8) to develop implications and recommendations.

The findings of the study were as follows: (1) participants in the study rated Piedmont Tech's implementation as frequently to highly effective on 44.8 percent of the responses, (2) employees who were actively involved

in the community services function perceived the effectiveness as being greater than those employees who were not actively involved, (3) the majority of advisory committee members rated the institute's implementation as frequently to highly effective, (4) communications and involvement with the community in planning and developing the community services program were perceived as highly effective while communications and involvement within the institute concerning community services were perceived as never to rarely effective, (5) areas of notable weakness were a lack of involvement of faculty-students in planning and a lack of coordination with other agencies to reduce duplication of services, and (6) confusion was denoted regarding the role of the Dean of Adult Continuing Education.

Recommendations were as follows: (1) organize a student faculty planning committee, (2) establish an Ad Hoc committee to study possible duplication of services, (3) orient staff to the community services function through staff development, (4) establish a committee to study evaluation procedures, and (5) re-evaluate the function of ACE division at Piedmont Tech.

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Chapter 1

INTRODUCTION

B. Lamar Johnson wrote in 1955 that ". . . the most important junior college development of the past twenty-five years has been the emergence of the concept of the public junior college as a community college."[1] He later wrote in 1967 that ". . . history . . . has served to accentuate the role of the two-year college as a community institution."[2] Harlacher has stated that two-year colleges truly become community colleges through their informal community dimension, and that "the chief phenomenon accompaning this metamorphosis has been the development of programs of community services."[3] The development of programs of community services is the last of three stages of evolution in community college movement. The first two of these stages were the development of transfer education and the development of occupational education.[4]

The community college is "committed by philosophy to the specific purpose of serving all members of the community."[5] Indeed, "it is hardly

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[1]B. Lamar Johnson, "An Emerging Concept Points to the Future," Junior College Journal, XXV (April, 1955), 482-485.

[2]Johnson, "Preface" in Ervin L. Harlacher, Effective Junior College Programs of Community Services: Rational, Guidelines, Practices, Junior College Leadership Program, Occasional Report Number 10, (Los Angeles: School of Education, University of California, 1967), p. 5.

[3]Ervin L. Harlacher, The Community Dimension of the Community College (Englewood Cliffs, N.J.: Prentice-Hall, 1969), p. 3.

[4]James W. Thorton, The Community Junior College (New York: John Wiley and Sons, 1972), p. 47.

[5]Ralph R. Fields, The Community College Movement (New York: McGraw-Hill, 1952, p. 90.

conceivable that an institution would long remain in a community and not feel an obligation and challenge to perform such services."[6]

What is "community services?" Harlacher has offered the following definition: "Community services are educational, cultural, and recreational services which an educational institution may provide for its community in addition to its regularly scheduled day and evening classes."[7] Reynolds defined the concept as "involving both college and community resources and conducted for the purposes of meeting specific educational needs of individuals or enterprises within the college or community."[8] Medsker concluded that community services are "the various special services an educational institution may provide for its community over and beyond formalized classroom instrucion."[9]

A total grasp of the philosophy and objectives of the community services concept cannot be obtained, however, from several formal definitions. For years, community colleges have responded to the community by developing various curricula based on identified community needs. In this way they have provided service to the community. Yet for a community college to provide a special program of community services as defined above, the college must take on the role of a catalytic force--to supply the leadership, coordination, cooperation necessary to stimulate action programs by appropriate individuals

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[6]Leland Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill, 1960), p. 83.

[7]Harlacher (1969), op. cit., p. 12.

[8]James Reynolds, "Community Services," in Nelson B. Henry, ed., The Public Junior College, 55th Yearbook, National Society for the Study of Education (Chicago: The University of Chicago Press, 1956), p. 142.

[9]Harlacher, "California's Community Renaissance," Junior College Journal, XXXIV (April, 1964), p. 14.

and groups within the community.[10] This, then, is the basis of community services!

Obviously, the function of community services in the two-year college is still emerging. Fields noted that "the colleges that are the furthest along in working with their communities are less advanced in this regard than they are in other services such as preparing young people for college or a vocation."[11] Leaders in the movement have long emphasized community services as a major function of the community college, but only rarely has that emphasis been transplanted into effective programs at the local level.[12] Nevertheless, the following items demonstrate that the next great thrust in community college development will be in the direction of community services.

1. If every "housewife" took "one course" every other year, the impact would be an instant tripling of 1972 enrollments,

2. The post-war babies, now 30 years old, will be in the market for post-secondary education through the year 2000,

3. In only 23 years, half the population will be over 50 years of age or older,

4. A recent survey indicated that most adults spend about 700 hours a year at anywhere from one to six "learning projects" outside higher education, and

5. There are more adults (11.2 million) engaged in learning experiences sponsored by non-educational institutions that all the students now enrolled in colleges and universities.[13]

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[11] Fields, op. cit., p. 81.

[12] Harlacher (1967), op. cit., p. 14.

[13] Edmund J. Gleazer, "Beyond the Open Door, The Open College," Community Junior College Journal, Vol. 45, August-September, 1974, p. 8.

Harlacher concluded from his research that the implementation of community services function entails acceptance of the following principles:

1. In a community college, the campus is the length and breadth of the service area.

2. The purpose of community services is designed to bring the community to the college and take the college program out into the community.

3. The education programs must not be limited to formalized classroom instruction.

4. The college recognized its responsibilities as a catalyst in community development and self improvement, and

5. The program of community services meets community needs and does not duplicate existing services in the community.[14]

These principles, therefore, suggest that effective programs of community services are built upon a solid foundation of citizen participation and college/community interaction and upon a thorough understanding of the community.[15]

The emergence of the community college concept in North Carolina has paralleled the emergence of the concept nationwide. North Carolina, through legislative action and State Board of Education policy, has assigned to institutions in the North Carolina Community College System, a specific role in the accomplishment of certain broad educational objectives found to be necessary for the common welfare of the people of the state.[16] Based on the

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[14]Harlacher (1964), op. cit., p. 15.

[15]Harlacher (1967), op. cit., p. 19.

[16]George Max Barber, "An Analysis of the Community Services Function in the North Carolina Community College System," (Unpublished Doctoral Dissertation, North Carolina State University, 1974), p. 6.

philosophy of "total education", the following items identify community services as a stated goal of the system:

> To provide activities and learning opportunities which meet the adult educational and community services needs of the residents of the community served by an institution.
>
> To direct the resources of the community college system for solutions to urgent community problems.
>
> To provide in both curriculum and non-curriculum programs, the education needed to assist individuals in developing social and economic competencies and in achieving self fulfillment.[17]

Despite this and other reports published by the North Carolina Community College System which consistently listed community services among programs offered, no statistical evidence was given to indicate to what extent community services are being engaged in by institutions within the system.[18]

As a unit of the North Carolina Community College System and an institutional member of the American Association of Community and Junior Colleges, Piedmont Technical Institute (Roxboro, North Carolina) committed itself to a community services function when it adopted the following philosophy:

> Piedmont Technical Institute belongs to the people whom it serves and who support it. The institution is responsive to individual and collective needs of the community. The basic purpose of Piedmont Technical Institute is to offer comprehensive programs that will help meet the educational needs of the people by preparing them for fuller participation and involvement in their society. Piedmont Technical Institute will serve as a stimulus for raising the levels of aspiration and accomplishment of the people in the community. The institution is a source of service for the various activities and needs of the community and provides enrichment for the community by serving as a cultural center.[19]

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[17] North Carolina, State Board of Education, North Carolina Community College System Report 1963-70 (Raleigh, N. C.: n.n., 1970), pp. 1-2.

[18] Barber, op. cit.

[19] Piedmont Technical Institute, Organizational Employee Handbook (Roxboro, N. C.: n.n., 1976), p. 1.03.

The relatively recent beginnings of Piedmont Technical Institute (and the Community College System in North Carolina) combined with its rapid growth and development suggest that the effectiveness of its community services program may be lagging behind the development and effectiveness of other program areas. Therefore, based on the current emergence and development of community services nationwide, the stated goals of the North Carolina Community College System, and Piedmont Tech's stated philosophy of providing community services, the purpose of this practicum was to consider the effectiveness of Piedmont Tech in the implementation of its community services program.

STATEMENT OF PROBLEM

Based on the perceptions of administrators, faculty members, professional, non-teaching staff, and members of the community, how effectively is Piedmont Technical Institute implementing its community services function?

METHODS

The methods for this practicum were as follows:

1. To locate and review resources in the literature which pertained to community services.

2. To construct a questionnaire based on the literature for determining the effectiveness of a community services program.

3. To field test the questionnaire for reliability.

4. To ask Piedmont Technical Institute employees and selected advisory committee members to complete the questionnaire.

5. To compile the results of the questionnaire, analyze the data, develop implications, and structure recommendations.

SIGNIFICANCE OF THE STUDY

As stated above, the recent beginnings and rapid growth and development of Piedmont Technical Institute suggest that the institute may be lagging behind in the development and effectiveness of its community services function. In addition, Piedmont Tech has as a stated philosophy to be a "source of service for the various needs and activities of the community." Finally, no research has ever been conducted at the institution to consider the effectiveness of the community services programs.

A need for this study was indicated, therefore, in the current emergence and development of community services as a major function of community colleges nationally, and through the stated philosophy of Piedmont Tech to provide community services within its service area. The lack of research at the institution with regard to community services led to the question in the statement of problem.

As the practicum for the Societal Factors Module, this study related in a general way to "Goal 3" of the Societal Factors Study Guide (page 5). The practicum focused attention on the role and effectiveness of Piedmont Tech's community services function within the institution's service area.

REVIEW OF THE LITERATURE

The literature for this practicum was reviewed relative to identifying an instrument to gather data, to defining the term "community services," and to developing a foundation for the community services function of community colleges.

Regarding an instrument for gathering data for this study, Ervin Harlacher's book entitled The Community Dimension of the Community College was examined.[20] Harlacher developed a checklist for effective community services in this book which was adapted into a questionnaire as the instrument for this practicum. In addition, Harlacher developed the following ideas:

1. The community services function of higher education can be traced from the days of Plato, through the Middle Ages, to the American Lyceum and the Chautaugua. The modern day community college is the culmination of this evolution.

2. Community Services was defined as educational, cultural, and recreational services which an educational institution may provide for its community in addition to the regular scheduled day and evening program.

3. The objectives of community services were identified as follows: (a) to become a center for community life, (b) to provide community educational services, (c) to assist with community development, and (d) to provide cultural and recreational activities.

4. The problems and issues facing community services were identified.

5. Seven major trends in community services were identified. This book served as the basis for this study of program effectiveness.

An unpublished doctoral dissertation by George Max Barber entitled "An Analysis of the Community Services Function in the North Carolina Community College System" was examined.[21] This study, completed at North

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[20]Ervin L. Harlacher, The Community Dimension of the Community College (Englewood Cliffs, N. J.: Prentice-Hall, 1969).

[21]George Max Barber, "An Analysis of the Community Services Function in the North Carolina Community College System," (unpublished doctoral dissertation, North Carolina State University, 1974).

Carolina State University in 1974, was also based in part on Harlacher's checklist. The study was concerned with developing a description of the community services programs within the North Carolina system, determining the extent to which these programs were approximating the requirements of Harlacher's checklist for effective programs of community services, and determining the extent of relationship among numerous variables. Community services programs were found to be particularly weak in the utilization of citizens advisory committees and in assessing the needs and interests of the people of the district. The overall average extent to which the Harlacher checklist requirements were being approximated was determined to be 62 percent. In addition, the study showed that knowledge of the community services concepts and level of program support were highly associated with perceived program effectiveness.

Harlacher's initial study of community services programs appeared as Occasional Report Number 10 of the Junior College Leadership Program at UCLA.[22] From a study of 99 junior colleges, he described four major program objectives of community colleges. These are the same as those in his 1969 publication. Through the use of the Critical Incidents Technique, Harlacher assembled the critical requirements for effective programs of community services. These critical requirements were later developed into the checklist presented in 1969.

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[22]Ervin L. Harlacher, Effective Junior College Programs of Community Services: Rational, Guidelines, Practices, Junior College Leadership Program, Occasional Report Number 10, (Los Angeles: School of Education, University of California, 1967).

In addition to Harlacher and Barber, several other sources yielded information relative to a definition of community services and the background of the concept. Among these were two articles by Gleazer in the Community Junior College Journal. The first of these was entitled "After the Boom, What Now for Community Colleges?"[23] In this article he suggested some ways in which colleges can achieve the goal of becoming more community and student oriented. In the other article, Gleazer proposed to respond to the AACJC mission of providing national leadership for community-based institutions.[24]

An interview of Harlacher by Roger Yarrington appeared in the same issue of the Community Junior College Journal.[25] In the interview, Harlacker defined community-based as a desired outcome and community services as activities that move the college toward that desired outcome.

The concept of community services was further examined in The Community Junior College by Thornton,[26] The Junior College: Progress and

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[23]Edmund J. Gleazer, Jr., "After the Boom, What Now for Community Colleges?", Community Junior College Journal, Vol. 45, December-January, 1974, p. 9.

[24]Gleazer, "Beyond the Open Door, The Open College," Community Junior College Journal, Vol. 45, August-September, 1974, p. 8.

[25]Roger Yarrington, "An Interview with Ervin Harlacher--What Does It Mean to be Community-Based?", Community Junior College Journal, Vol. 45, August-September, 1974, pp. 13-15.

[26]James Thornton, Jr., The Community Junior College (New York: John Wiley and Sons, 1972).

Prospect by Medsker,[27] Fields' The Community College Movement,[28] "California's Community Renaissance" by Harlacker,[29] and Reynolds' "Community Services."[30]

LIMITATIONS

1. This study was limited to the community services program provided by Piedmont Technical Institute (Roxboro, North Carolina).

2. The lack of consensus in the literature and among Piedmont Tech employees and advisory committee members concerning acceptable definitions of community services and effectiveness may have been a limiting factor.

3. The self-administered questionnaire may have limited accuracy, truthfulness, and clarity of responses.

4. The data of the study were limited to opinions and perceptions held by respondents.

5. The study was limited because no attempt was made to validate the instrument statistically.

6. The findings cannot be generalized beyond Piedmont Technical Institute.

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[27]Leland Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill, 1960).

[28]Ralph R. Fields, The Community College Movement (New York: McGraw-Hill, 1952.)

[29]Ervin L. Harlacher, "California's Community Renaissance," Junior College Journal (April, 1964), pp. 14-15.

[30]James Reynolds, "Community Services," in Nelson B. Henry, ed., The Public Junior College, 55th Yearbook, National Society for the Study of Education (Chicago: The University of Chicago Press, 1956).

DEFINITIONS

1. Definition of community services used in this study: Community services are educational, cultural, and recreational services which an educational institution provides to its community in addition to its regularly scheduled day and evening classes. Grades, credits, diplomas, or degrees are not normally emphasized. Community services strive to help people in meeting their needs, regardless of their abilities or status. (Community services and adult continuing education are not synonymous terms. Adult continuing education may be classified as one type of community services.)

2. Definition of effectiveness used in this study: Effectiveness is being efficient in practicing a characteristic action.

3. Definition of Categories of Implementation used in this study: Categories of implementation are securing community-college support, determining nature and scope of the program, and organizing and administering the program.

4. Definition of Administrative Council used in this study: The Administrative Council at Piedmont Technical Institute consists of the President, the Dean of Instruction, the Dean of Student Services, the Dean of Adult Continuing Education, and the Director of Business Services.

5. Definition of Professional, Non-teaching staff used in this study: The Professional, non-teaching staff of Piedmont Technical Institute are those employees who are considered experts because of education and experience in the fields of either counseling, adult education, administration, public relations, or librarianship, but who do not hold faculty positions.

6. Definition of Faculty used in this study: The faculty are those individuals employed by Piedmont Technical Institute on a full time basis whose primary responsibility is teaching.

7. Definition of Advisory Committee Member used in this study: Advisory committee members are private citizens who assist the institution in meeting the needs of the community by serving in an advisory capacity on one or more committees.

PROCEDURES

The procedures for this study were as follows:

1. The related literature was reviewed relative to identifying criteria for assessing the community services function, defining community services and developing a foundation for the community services function for community colleges.

2. The terms "community services" and "effectiveness" were defined in a precise manner.

3. An instrument was used based on 34 selected items from Harlacker's checklist for effective programs of community services (see Appendix A) which appeared in "Appendix D" of The Community Dimension of the Community College. Each item on the instrument was adapted to a five point Likert scale for program effectiveness rating purposes. (As a result of input from the field test, an additional item was added to the rating scale--"NA=Do Not Know".) Finally, the instrument contained an item for respondents to denote their relationship to Piedmont Technical Institute. The 34 items were selected based on their appropriateness to conditions as they presently exist at Piedmont Tech. (Their appropriateness was reaffirmed by those who participated in the field test.)

4. The instrument in this study was developed from a source in the literature; therefore, no attempt was made to validate the instrument statistically.

(Barber performed a factor analysis of the intercorrelation of items on the program effectiveness checklist. The results indicated that the first factor accounted for forty-two percent of the variance and showed a high correlation with all other items on the checklist, permitting the use of the sum of the items scores to obtain a single effectiveness score.) However, the instrument was field tested with three members of the Administrative Council of Piedmont Tech. The instrument was revised based on their suggestions.

5. The instrument was administered to the faculty and administrators of Piedmont Technical Institute, and members of the institute's various advisory committees. Using a table of random numbers and a roster of advisory committee members, the procedure recommended by Wilson[31] was used to select a random sample of ten percent of the committee members.

6. The responses on the instrument were tallied for each individual item, each category of implementation, and overall. The responses were then divided into groups and sub-groups of participants as noted on the questionnaire.

7. The percentage of responses was derived by dividing the total number of possible responses into the number of responses in each of the six rating areas. The resulting decimal fraction was then converted to a percentage.

8. The data were analyzed in three ways as follows:

a. The percentage of response for each rating area for the entire questionnaire by groups.

b. The percentage of response for each rating area in each of the three categories of implementation by groups.

c. The percentage of response for each individual item to determine which areas were perceived as being strongest and weakest, and to determine in which areas there was a lack of knowledge.

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[31] E. Gright Wilson, Jr., An Introduction to Scientific Research (New York: McGraw-Hill, 1952), p. 286.

9. Discussion, implications, and recommedations were developed from the findings of the study.

Chapter 2

RESULTS AND ANALYSIS OF THE DATA

The purpose of this study was to consider the effectiveness of Piedmont Technical Institute (Roxboro, North Carolina) in the implementation of its community services function. An instrument was used based on 34 selected items from Harlacher's checklist for effective programs of community services (see Appendix A) which appeared in The Community Dimension of the Community College. Each item on the instrument was adapted to a Likert scale for program rating purposes as follows: 1=Never Effective, 2=Rarely Effective, 3=Occasionally Effective, 4=Frequently Effective, 5=Highly Effective, and NA=Do Not Know.

The Administrative Council, Faculty, Professional non-teaching staff, and a random selection of 10 percent of the program advisory committee members were asked to rate the effectiveness of the community services program. A total of 52 individual participated in the study.

After the completed questionnaires were collected, the responses were tallied for each individual item. Combined tallies were also completed for the three categories of implementation on the questionnaire and for an overall total for the entire questionnaire. The responses were then divided into groups and sub-groups of participants based on each groups' relationship to the institution. The major groups were Piedmont Tech employees and advisory committee members (non-employees). The Piedmont Tech employees groups were further divided into Administrative Council members, faculty members, and professional, non-teaching staff (who were not members of the Administrative Council). The professional, non-teaching staff was further divided into the

Adult Continuing Education staff (ACE), the Library/Learning Center Staff (L/LC), and the Student Services staff.

After all tallies were totaled, combined by categories, and divided by groups and sub-groups, raw scores were converted to percentages. The resulting data were analyzed by examining the percentage of responses for each rating area for the total questionnaire by sub-group, group, and overall for all the participants. The data were also analyzed by examining the percentage of responses for each rating area in each of the three categories of implementation--"securing community-college support," "determining nature and scope of the program," and "organizing and administering the program"--by group, sub-group, and overall. Finally, the data were analyzed by examining the overall percentage of responses for each individual item and determining in which areas Piedmont Tech was perceived as being strong, in which areas it was perceived as being weak, and in which areas there was a lack of knowledge.

ANALYSIS OF OVERALL EFFECTIVENESS

As stated above, an overall effectiveness rating for Piedmont Tech's implementation of its community services function was derived from the percentage of responses for each rating area. The results appear below.

The total participants surveyed indicated that Piedmont Tech's overall implementation of its community services function was from frequently to highly effective on 41.8 percent of the responses. However, 20.6 percent of the responses denoted that participants did not have enough information about the areas to give an effectiveness rating. This lack of knowledge about Piedmont Tech's implementation of its community services function was even more pronounced in faculty (25.2%), Student Services staff (26.6%), and

advisory committee members (24.3%).

Table 1. The Overall Effectiveness of Piedmont Technical Institute's implementation of its Community Services Function by Groups. (Percentages were rounded off, and therefore, may not total 100%.)

Group	Never Effective	Rarely Effective	Occasionally Effective	Frequently Effective	Highly Effective	Do Not Know
PTI employees	5.9%	10.0%	20.5%	26.3%	17.4%	19.9%
Admin. Coun.	2.9	3.6	24	47.4	16	5.8
Faculty	6.1	10.1	23.3	24.5	10.5	25.2
Prof., non-teaching	6.2	11.5	16.6	23.9	25	16.7
L/LC	13.5	12.3	25.2	15.2	19.4	14.1
Stud. Ser.	4.1	19.5	14.8	26	8.9	26.6
ACE	1.2	2.5	14.2	27.3	41.6	13
Advisory comm.	4.7	9.6	9.6	23.2	28.4	24.3
Total participants	5.7	10.1	18.8	25.8	19	20.6

While the number of responses for "never effective" and "rarely effective" were relatively low for the total participants (15.8%), the L/LC staff and Student Services staff had responses of 25.8 percent and 23.6 percent, respectively. The groups which rate items higher than the total participants were advisory committee members (51.6%), Administrative Council members (63.4%), and ACE staff (68.9%). The advisory committee members rated more items as frequently t highly effective than did Piedmont Tech employees, and rated fewer items as never to rarely effective. Advisory committee members also has less knowledge about individual items than did employees.

ANALYSIS OF EFFECTIVENESS BY CATEGORIES

Harlacher divided his checklist for effective programs into three categories--"securing community--college support," "determining nature and scope," and "organizing and administering the program." The instrument was also divided into these three categories. A combined effectiveness rating was derived from the percentage of responses in each rating area for each of these categories by sub-group, group, and overall. The results from combining the items in the first category--Securing Community-College Support--appear below. This category included items 1 through 14.

Table 2. The Perceived Effectiveness of Piedmont Technical Institute in Securing Community-College Support in the Implementation of its community Services Function by Groups. (Percentages were rounded off, and therefore, may not total 100%.)

Group	Never Effective	Rarely Effective	Occasionally Effective	Frequently Effective	Highly Effective	Do Not Know
PTI employees	5.7%	11.1%	21.9%	27.5%	16.5%	17.1%
Admin. Coun.	0	5.3	26.8	50	14.3	3.6
Faculty	3.8	10.3	25.3	24.7	10.9	25
Prof., non-teaching	9	13.2	16.6	26	23	12
L/LC	20	18.6	17	12.9	11.4	20
Stud. Ser.	7.1	15.7	21.4	34.3	10	11.4
ACE	1	3	17.3	29.5	41.8	7
Advisory Comm.	2.7	11.6	8	25	31.3	21.4
Total Participants	5.2	11.2	19.5	27.1	18.8	17.8

Piedmont Tech's overall perceived effectiveness in securing community-college support in the implementation of its community services function was

rated frequently to highly effective by 45.9 percent of the participants in that category. Two groups perceived more items as never to rarely effective than the overall total of 17.8 percent--Student Services staff and the L/LC staff, 22.8 percent and 38.6 percent, respectively. Three groups--Administrative Council members (64.3%), ACE staff (71.3%), and advisory committee members (56.3%)--rated items higher in the frequently to highly effective scales than the total group. Two groups had a lack of knowledge about more of the items than did the total participants. They were faculty (25%) and advisory committee members (21.4%). Advisory committee members rated more items as both frequently to highly effective and fewer never to rarely effective responses than did Piedmont Tech employees. However, advisory committee members also had less knowledge of items than did employees.

The results from combining the items in the second category--Determining the Nature and Scope of the Program--appear below. This category included items 15 through 25.

Table 3. The Perceived Effectiveness of Piedmont Technical Institute in Determining the Nature and Scope of its Community Services Function by Groups. (Percentages were rounded off, and therefore, may not total 100%.)

Group	Never Effective	Rarely Effective	Occasionally Effective	Frequently Effective	Highly Effective	Do Not Know
PTI employees	5.4%	10.8%	19.0%	28.2%	15.1%	21.6%
Admin. Coun.	2.3	2.3	31.8	34	15.9	13.6
Faculty	8.8	12.2	18.8	27.1	9.2	23.7
Prof., non-teaching	2.6	11.9	15.5	30.5	23.3	16
L/LC	5.5	9	30.9	23.6	16.4	14.5
Stud. Ser.	1.8	21.8	12.7	27.2	7.2	29
ACE	0	2.6	9	32.4	20.5	20.5
Advisory comm.	3.6	9.6	15.8	32.5	20.5	20.5
Total Participants	5	10.5	18.1	28.5	15.7	22

In determining the nature and scope of its community services program, Piedmont Technical Institute's implementation was rated frequently to highly effective in 44.2 percent of the responses in that category. Groups which lacked knowledge about the items greater than the total were faculty (23.7%) and Student Services staff (22.9%). Advisory committee members (53%), ACE staff (67.4%), and the Administrative Council members (49.9%) had higher percentages of responses in the ratings of frequently to highly effective than did the total participants. Faculty (21%) and Student Services staff (23.6%) had higher percentages of responses in the never to rarely ratings than did the total participants. The advisory committee members had more frequently to highly effective responses than did Piedmont Tech employees, and fewer never to rarely effective responses.

The results from combining the items in the third category--Organizing and Administering the Program--appear below. Items included in this category were 26 through 34.

In organizing and administering its community services program, the participants in the study rated Piedmont Tech's implementation as frequently to highly effective in 43.6 percent of the questionnaire items. In addition, they rated the institute's effectiveness as never to rarely effective in 15.1 percent of the items. The number of items to which participants had no knowledge was 23.1 percent. Groups which had a higher percentage of responses in the frequently to highly effective area than did the total participants were Administrative Council members, ACE staff, and advisory committee members. L/LC staff, Advisory committee members, and Student Services staff had higher percentages of responses in the categories of never to rarely effective than did the total participants. Three groups indicated a lack of knowledge about items concerning Piedmont Tech's effectiveness in administering and organizing

a program of community services higher than the total participants--advisory committee members, Student Services staff, and faculty. The advisory committee members responded to more items as frequently to highly effective than did employees, and also to more items as never to rarely effective than did staff.

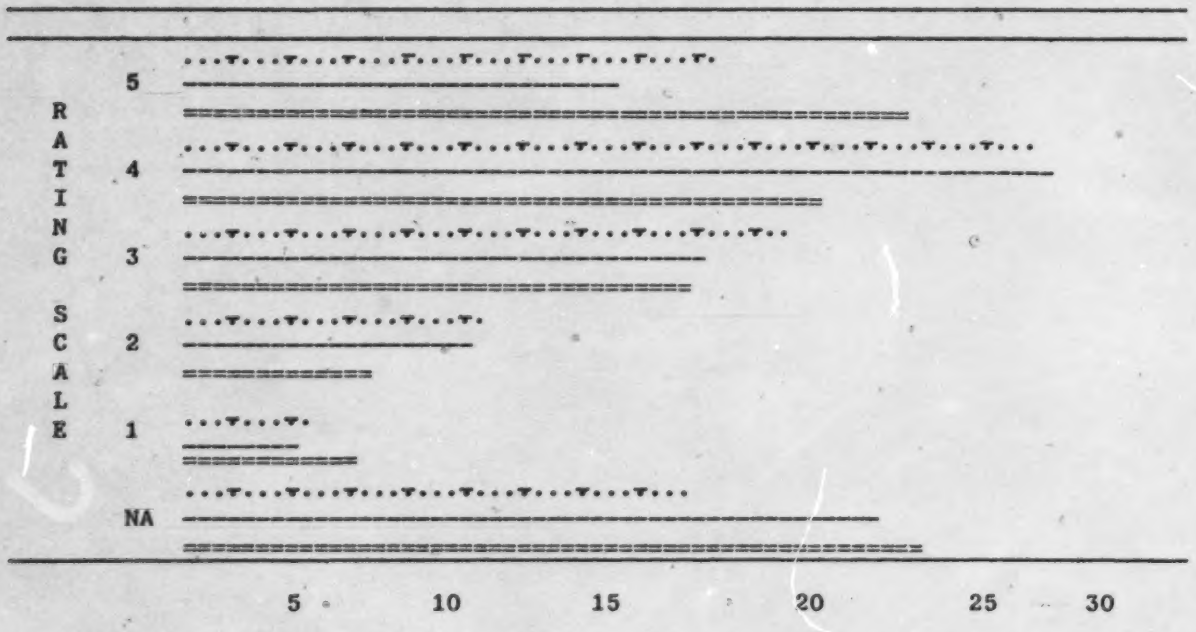
Table 4. The Perceived Effectiveness of Piedmont Technical Institute in Organizing and Administering its Community Services Function by Groups. (Percentages were rounded off, and therefore, may not total 100%.)

Group	Never Effective	Rarely Effective	Occasionally Effective	Frequently Effective	Highly Effective	Do Not Know
PTI employees	6.9%	8.0%	20.2%	20.2%	21.8%	22.8%
Admin. Coun	8.1	2.7	10.8	59.4	18.9	0
Faculty	7.1	7.7	24.7	21.4	12	26.9
Prof., non-teaching	6.4	9.3	16.9	15.2	32.1	19.9
L/LC	15.2	6.5	30.4	8.7	34.8	4.3
Stud. Ser.	0	18.5	5.5	9.2	7.4	59.2
ACE	3.1	3.1	15.9	17.4	47.6	12.7
Advisory Comm.	9.7	8.3	8.3	11.1	34.7	27.8
Total Participants	7.2	7.9	17.9	20.3	23.3	23.1

A graph comparing the effectiveness ratings in each of the three categories appears below. The graph indicates that all three categories of implementation received approximately the same percentage of never, rarely, and occasionally effective responses. "Determining nature and scope" and "securing community-college support," however, received a higher percentage of responses in the rating area of frequently effective than did "organizing and

administering." Nevertheless, "organizing and administering" received a higher percentage of responses in the highly effective rating area than did the other two. "Organizing and Administering" also received a higher percentage of "Do Not Know" responses to questionnaire items than did "securing community-college support" or "determining nature and scope."

Figure 1. A Graph Comparing the Effectiveness in Each of the Three Categories of Implementation Based on the Responses of All Participants.



AN ANALYSIS OF EFFECTIVENESS BY INDIVIDUAL ITEMS

The instrument for this study consisted of thirty-four items for considering the perceived effectiveness of Piedmont Technical Institute in the implementation of its community services function. The results for all the participants, and for each group and sub-group appear in Appendixes B through J. The preceding data and analysis projected the overall effectiveness of Piedmont Tech in the implementation of its community services function. This section was based on the premise that careful choice and analysis of the selected data may be more meaningful than limited analysis of numerous pages of statistics. The purpose of this analysis of the data, then, was to selected individual items from the questionnaire to determine specific areas of strength, weakness, and lack of knowledge. The methodology used to accomplish this task was to examine the overall effectiveness ratings given in each of the three categories of implementation found in Tables 2, 3, and 4. Then, each item in the individual categories which had a percentage of responses ten percentage points or more above that of the overall total for that category in either the "frequently to highly effective", the "never to rarely effective", or the "do not know" rating areas were selected as being significant.

In the first category--Securing Community-College Support--the following items were identified as significant based on the preceding methodology. Item numbers in this category were 1 through 14. The tables indicated that in this category of implementation Piedmont Tech has been most effective in the areas of advisory committee planning and maintaining external communications. Groups which rated the institution's effectiveness even higher in this area were

advisory committee members (items 4 and 5), Administrative Council members (items 4, 5, and 7), ACE staff (items 1, 4, and 5), and Student Services staff (item 7).

Table 5. Individual Items in the Securing Community-College Support Category Rated Ten Percentage Points or More Above the Overall Percentage of Responses in the Rating Area of "Frequently to Highly Effective." (Overall percentage of responses for this rating area was 45.9 percent.)

Item 1.	Engage community advisory committees in planning of program. (61.4%)
Item 4.	Establish regular information service to keep citizens of Roxboro and Person County informed on institute matters. (61.4%)
Item 5.	Use a wide variety of media to communicate with public and reach all segments of the community. (65%)
Item 7.	Utilize extensive direct mail publicity. (61.4%)

Table 6 further indicated that the institute's weakest areas in this category were involving faculty and staff in planning and development of the program, coordinating services with other community groups, participating in community problem solving, and orienting faculty and staff to the community services function. Groups which perceived even greater weakness in these areas were Student Services staff (items 10, 13, and 14) and the L/LC staff (items 10, 11, 13, and 14). Indications from Table 7 were that there was a disproportionate number of participants who lacked knowledge in the areas involving faculty and students in planning and development and coordinating services with other community groups. It was ironic that these same two

areas were also indicated as two of the weakest areas in Table 6. Combining the percentages of responses for each of these rating for Item 10 indicated that 61 percent of the participants either perceived that "organizing student-faculty planning committee" was never to rarely effective or they lacked enough knowledge of the item to have a perception about it.

Table 6. Individual Items in the Securing Community-College Support Category Rated Ten Percentage Points or More Above the Overall Percentage of Responses in the Rating Area of "Never to Rarely Effective." (Overall percentage of responses for this rating areas was 16.4 percent.)

Item 10.	Organize student-faculty planning committee. (30.7%)
Item 11.	Coordinate programs with other community and regional groups to avoid unnecessary duplication of services. (28.7%)
Item 13.	Provide leadership in organizing needed community groups in solving community problems. (28.8%)
Item 14.	Interpret community services function to institute faculty and staff on a continuous basis. (32.7%)

Table 7. Individual Items in the Securing Community-College Support Category Rated Ten Percentages Points or More Above the Overall Percentage of Responses in the Rating Area of "Do Not Know." (The overall percentage of responses for this rating area was 17.8 percent.)

Item 10.	Organize student-faculty planning committee. (30.7%)
Item 11.	Coordinate Programs with other community and regional groups to avoid unnecessary duplication of services. (36.5%)

The same phenomenon was suggested for Item 11—"Coordinate program with other community and regional groups to avoid unnecessary duplication of services"—which had combined percentages of responses of 65.3 percent. Groups which were particularly lacking in knowledge about these areas were faculty

item 11), advisory committee members (item 10), and Student Services Staff (item 10).

The second category--Determining Nature and Scope of the Program--consisted of items 15 through 25. The following items were identified as significant based on the methodology preceding Table 5.

Table 8. Individual Items in the Determining Nature and Scope of the Program Category Rated Ten Percentage Points or More Above the Overall Percentages of Responses in the Rating Area of "Frequently to Highly Effective." (The overall percentage of responses for this rating area was 44.2 percent.)

Item 16. Invite community groups to utilize college facilities and resources. (55.7%)

These tables indicated that Piedmont Technical Institute has been most effective in allowing the community to utilize its facilities and least effective in obtaining evaluations from participants. No items were listed as ten percentage points or more above the 22 percent of responses in the rating area of "Do Not Know." The lack of items in all three areas of significance indicated that Piedmont Tech's effectiveness was neither particularly strong nor particularly weak in determining the nature and scope of the program.

Table 9. Individual Items in the Determining Nature and Scope of the Program Category Rated Ten Percentage Points or More Above the Overall Percentage of Responses in the Rating Area of "Never to Rarely Effective." (The overall percentage of response for this rating area was 15.5 percent.)

Item 17. Obtain evaluation of services and activities from participants. (38.3%)

Groups which perceived utilization of campus facilities by community higher than the overall were ACE staff, Student Services staff, Administrative Council members, and advisory committee members. Student Services staff was the only group which rated Item 7 higher in the area of "never to rarely effective."

The third category—Organizing and Administering the Program—consisted of Items 26 through 34. The following items were identified as significant based on the methodology preceding Table 5.

Table 10. Individual Items in the Organizing and Administering the Program Category Rated Ten Percentage Points or More Above the Overall Percentage of Responses in the Rating Area of "Frequently to Highly Effective." (The overall percentage of response for this rating area was 43.6 percent.)

Item 29.	Maintain flexibility in accommodating community needs. (57.6%)
Item 30.	Offer services and activities at off-campus locations. (72.6%)

The tables indicated that Piedmont Tech has been most effective in the areas of providing efficient implementation of the program. Groups which rated the institute even higher in this area were advisory committee members (item 30), Administrative Council members (items 29 and 30), ACE staff (items 29 and 30), and the L/LC staff (items 29 and 30).

Table 11. Individual Items in the Organizing and Administering the Program Category Rated Ten Percentage Points or More Above the Overall Percentage of Response in the Rating Area of "Never to Rarely Effective." (The overall percentage of response for this rating area was 15.1 percent.)

Item 34.	Provide adequate facilities and equipment for program. (28.8%)

Table 11 denoted that the institute's weakest area in this category was providing adequate facilities and equipment. Groups which perceived even greater weakness in this area were the L/LC staff and the Administrative Council members. Indications from Table 12 were that there was a disproportionate number of participants who lacked knowledge in the area of providing effective administration and understanding and support of the Board of Trustees. Groups who were particularly lacking in knowledge about these areas were advisory committee members (items 27 and 31), Student Services staff (items 27 and 31), and faculty (items 27 and 31).

Table 12. Individual Items in the Organizing and Administering the Program Category Rated Ten Percentage Points or More Above the Overall Percentage of Responses in the Rating Area of "Do Not Know." (The overall percentage of responses for this rating area was 23.1 percent.)

Item 27.	Obtain full-time community services administrator to provide leadership and assume overall responsibility for program. (38.4%)
Item 31.	Secure understanding and support of Board of Trustees for program. (34.5%)

SUMMARY

The results of this study indicated that Piedmont Technical Institute's effectiveness in the implementation of its community services function was perceived frequently to highly effective on 44.8 percent of the responses. Areas which were perceived as even stronger were involvement of advisory committee members in program planning, external communications, utilization of facilities, and providing efficient implementation of the program. Furthermore, the results indicated that the institute's effectiveness in its implementation of its community services function was perceived as never to rarely effective by 15.8

percent of the respondents. Involving faculty and students in planning, coordinating services with other community groups, participating in community problem solving, interpreting community services to faculty and staff, obtaining evaluations from participants, and providing adequate facilities and equipment were identified as areas perceived as being particularly ineffective. Finally, the results indicated that participants lacked knowledge on 20.6 percent of the responses. Areas in which there was a disproportionate lack of knowledge were organizing student-faculty planning committee, coordinating programs with other community and regional groups, obtaining full-time community services administrator, and securing understanding and support of the Board of Trustees.

Chapter 3

DISCUSSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was to consider the effectiveness of Piedmont Technical Institute in the implementation of its community services function. A questionnaire was developed based on Harlacher's Checklist for Effective Programs of Community Services and adapted to a Likert scale of one to five for the purpose of obtaining an effectiveness rating. The questionnaire was completed by professional employees and a random selection of ten percent of the institute's curriculum advisory committee members. A total of fifty-two questionnaires were completed. The data were analyzed by groups of participants, by individual items, and by categories of items.

When the responses of all participants on the entire questionnaire were considered, the effectiveness of Piedmont Technical Institute in the implementation of its community services function was perceived as being frequently to highly effective on 44.8 percent of the responses. The institute was perceived as being never to rarely effective by 15.8 percent of the responses. The "do not know" response was given on 20.6 percent of the items. These statistics suggested that Piedmont Tech's implementation was not generally perceived as being frequently to highly effective since over one-half of the respondents rated items as either never, rarely, or occasionally effective or did not have enough knowledge of the area to have a perception. This phenomenon was more obvious in the faculty, L/LC staff, and Student Services staff. These employees' perceptions were stronger than the Administrative

Council members and ACE staff. This finding indicated that those most actively involved in community services (Administrative Council members and ACE staff) perceived the institute's effectiveness as being greater than those who were least involved (faculty, Student Services staff, and L/LC staff). Barber's[32] study also indicated that there was a significant relationship existing between perceived program effectiveness and knowledge of the community services concept. The advisory committee members listed 51 percent of their responses in the frequently to highly effective categories with an additional 24.3 percent responses as "do not know." This finding revealed that advisory committee members (i.e. persons outside of the institution)either perceived the institute as being frequently to highly effective or they lacked knowledge about the effectiveness of the institution. In considering the three categories of implementation generally the same findings were observed--those with the greatest involvement had the highest perception of effectiveness.

Fifteen individual items on the questionnaire were identified as being significant in one or more of the following rating areas: (1) frequently to highly effective, (2) never to rarely effective, and (3) do not know. Those items identified as significant in the rating area of "frequently to highly effective" were as follows:

1. Engage community advisory committees in planning of program,

2. Establish regular information service to keep citizens of Roxboro and Person County informed on institute matters,

3. Use a wide variety of media to communicate with public and reach all segments of the community,

4. Utilize extensive direct mail publicity,

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[32]Barber, op.cit.

5. Invite community groups to utilize college facilities and resources,

6. Offer services and activities at off-campus locations, and

7. Maintain flexibility in accommodating community needs.

These findings revealed that Piedmont Tech has been perceived as most effective in two way communication with the community, the use of campus and off-campus facilities, and in maintaining flexibility. Barber's findings did not entirely parallel these findings. He found the utilization of citizen's advisory committees to be particularly weak, but also found that flexibility in accommodating needs and offering services and activities at off-campus locations were areas of strength.

The items which were identified as significant in the rating area "never to rarely effective" were as follows:

1. Organize student-faculty planning committee,

2. Coordinate programs with other community and regional groups to avoid unnecessary duplication of services,

3. Provide leadership in organizing needed community groups in solving community problems,

4. Interpret community services function to the institute faculty and staff on a continuous basis,

5. Obtain evaluation of services and activities from participants, and

6. Provide adequate facilities and equipment for program.

These findings revealed that Piedmont Tech has been perceived as least effective in involving and informing faculty, staff, and students in planning and implementation of the program, in leading and coordinating community problem solving, in evaluation, and in providing adequate resources. Barber did not find any of these areas to be significant .

A comparison of the most and least effective items revealed several trends. The first of these was apparent inconsistency between participation of community and employees in communications and planning of the community services program. These findings suggested effective two way communication with the community, but ineffective communications within the institution itself. The involvement of community in planning and development of the program was rated effective, while involvement of students and faculty members in planning was rated ineffective. Another trend which was suggested was a lack of "follow-through." Flexibility to meet community needs was rated as effective, yet evaluation of services and activities was ineffective. Additionally, the institute was effective in offering services and activities at off-campus location, but was ineffective in providing adequate facilities and equipment. This trend was further manifested by the lack of coordination with other groups to avoid duplication.

The following items were identified as significant in the "do not know" rating area:

1. Organize student-faculty planning committee,

2. Coordinate programs with other community and regional groups to avoid unnecessary duplication of services,

3. Obtain full-time community services administrator to provide leadership and assume overall responsibility for program, and

4. Secure understanding and support of Board of Trustees for program.

As mentioned in Chapter 2, two of the questionnaire items were identified as significant in both the "never to rarely effective" and "do not know" rating areas. This phenomenon suggested that even more attention should be given to these areas--organizing student-faculty planning and coordinating services

with other groups. These findings also revealed that there was some confusion (rather than a lack of knowledge) about the function of the Dean of Adult Continuing Education, who is generally charged with the community services function at Piedmont Tech. The results suggest that participants were not sure if this position adequately filled the need for a full-time community services administrator (as defined by this study). (This should not be construed as criticism of that position at Piedmont Tech but rather as confusion about the duties of the position.) Finally, the results suggested that the participants were unsure about the feelings of the Board of Trustees concerning the community services function of the institution.

Based on the finds of this study, the following implications were identified:

1. Employees who were actively involved in the community services function perceived the effectiveness of Piedmont Tech's implementation as being greater than those employees who were not actively involved.

2. The majority of advisory committee members perceived Piedmont Tech's implementation of its community services function as being frequently to highly effective.

3. Inconsistencies in the finding were noted as follows:

a. communications and involvement of the community in planning and developing the community services program were perceived as highly effective, while communications and involvement of employees in that capacity were perceived as never to rarely effective, and

b. program flexibility and offerings were perceived as highly effective, while evaluation and adequate resources and facilities were rated as never to rarely effective.

4. Two items were identified by two-thirds of the participants as significantly lacking or non-existent--a student-faculty planning committee and coordination of services with other local groups to reduce duplication.

5. Confusion was revealed about the role of the Dean of Adult Continuing Education at Piedmont Technical Institute relative to the definition of community services as used in this study.

Based upon the findings and implications of this study the following recommendations were developed:

1. A student-faculty planning committee should be organized to assist the Dean of Adult Continuing Education in meeting the needs and interest of the community.

2. An Ad Hoc committee should be established to study the need for coordination of community services programs with other community and regional groups to avoid unnecessary duplication of services.

3. A "Staff Development Day" should be set aside to orient and interpret the institute's community services function to faculty and staff. This practice should be perpetuated yearly.

4. An Ad Hoc committee should be established to study and revise the present process used by students to evaluate activities and services.

5. The President and Dean of Adult Continuing Education should re-evaluate the function of the Adult Continuing Education Division at Piedmont Tech to determine if there is a need for a separate Division of Community Services. (A separate Division of Community Services would primarily coordinate all non-FTE producing activities of the institute, while the Adult Continuing Education Division [and the Instruction Division] would concentrate primarily on FTE producing activities.)

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APPENDIXES

APPENDIX A

COMMUNITY SERVICES
QUESTIONNAIRE

The purpose of this study is to determine your perceptions of how effectively Piedmont Technical Institute is implementing its community services function.

Definition of community services to be used in this study: Community services are educational, cultural, and recreational services which an educational institution may provide to its community in addition to its regularly scheduled day and evening classes. Grades, credits, diplomas, or degrees are not normally emphasized. Community services strive to help people in meeting their needs, regardless of their abilities or status. (Please note that community services and adult continuing education are not synonymous terms. Adult continuing education may be classified as one type of community services.)

Definition of effectiveness to be used in this study: Effectiveness is being efficient in practicing a characteristic action.

Please circle the item which reflects your relationship to Piedmont Tech.

Advisory committee Member	Professional, Non-teaching Staff Member
Administrative Council Member	Faculty Member

Please indicate the degree of effectiveness that Piedmont Tech is demonstrating in implementing the following functions in conducting its community services program. Circle the appropriate responses according to the following legend.

1 = Never Effective
2 = Rarely Effective
3 = Occasionally Effective
4 = Frequently Effective
5 = Highly Effective
NA = Do Not Know

1. Securing community-college support
   A. Involve community in planning and development
      1. Engage community advisory committees in planning of program. 1 2 3 4 5 NA (1)
      2. Actively involve a large number of community people and groups in program. 1 2 3 4 5 NA (2)
      3. Secure active participation and support of community leaders. 1 2 3 4 5 NA (3)

B. Maintain effective internal and external communications

4. Establish regular information service to keep citizens of Roxboro and Person County informed on institute matters. 1 2 3 4 5 NA (4)
5. Use a wide variety of media to communicate with public and reach all segments of the community. 1 2 3 4 5 NA (5)
6. Direct publicity and publications toward specific audiences in the community. 1 2 3 4 5 NA (6)
7. Utilize extensive direct mail publicity. 1 2 3 4 5 NA (7)
8. Prepare brochures regarding activities and services and distribute throughout the community. 1 2 3 4 5 NA (8)

C. Involve faculty and students in planning and development

9. Encourage active participation of faculty and students in program. 1 2 3 4 5 NA (9)
10. Organize student-faculty planning committee. 1 2 3 4 5 NA (10)

D. Coordinate services with other community groups

11. Coordinate programs with other community and regional groups to avoid unnecessary duplication of services. 1 2 3 4 5 NA (11)

E. Encourage institute staff to participate in community affairs

12. Encourage institute personnel in community activities. 1 2 3 4 5 NA (12)
13. Provide leadership in organizing needed community groups in solving community problems. 1 2 3 4 5 NA (13)

F. Orient faculty and staff to community services function

14. Interpret community services function to institute faculty and staff on continuous basis. 1 2 3 4 5 NA (14)

II. Determining nature and scope of program

A. Provide effective planning and research

15. Insure long-range planning of program 1 2 3 4 5 NA (15)
16. Invite community groups to utilize college facilities and resources. 1 2 3 4 5 NA (16)
17. Obtain evaluation of services and activities from participants. 1 2 3 4 5 NA (17)
18. Conduct appropriate research studies, including polls and surveys. 1 2 3 4 5 NA (18)

B. Tailor services to specific needs and interests

19. Tailor program and individual services to meet needs and interests of specific groups in the community. 1 2 3 4 5 NA (19)

C. Define program purposes and objectives

20. Determine objectives and philosophy of program and individual services. 1 2 3 4 5 NA (20)
21. Present diversified and balanced program. 1 2 3 4 5 NA (21)
22. Define specific function of citizens' advisory committees. 1 2 3 4 5 NA (22)

D. Identify community needs and interests

23. Make community survey to determine specific needs and interests of the community. 1 2 3 4 5 NA (23)

24. Base each decision to provide a service or activity on analysis of community needs and interests. 1 2 3 4 5 NA (24)

25. Hold conferences and informal discussions with community people for purposes of determining community needs and interests. 1 2 3 4 5 NA (25)

III. Organizing and administering program

A. Provide effective administration and supervision

26. Establish community services division as a major administrative area. 1 2 3 4 5 NA (26)

27. Obtain full-time community services administrator to provide leadership and assume overall responsibility for program. 1 2 3 4 5 NA (27)

28. Provide adequate staff to organize and implement the program. 1 2 3 4 5 NA (28)

B. Provide effective implementation of program

29. Maintain flexibility in accommodating community needs. 1 2 3 4 5 NA (29)

30. Offer services and activities at off-campus locations. 1 2 3 4 5 NA (30)

C. Secure board, administrative and faculty support

31. Secure understanding and support of board of trustees for program. 1 2 3 4 5 NA (31)

32. Obtain support of boards, administrators, and faculty for community services as a major function. 1 2 3 4 5 NA (32)

D. Obtain essential resources

33. Secure essential financial support for program. 1 2 3 4 5 NA (33)

34. Provide adequate facilities and equipment for program. 1 2 3 4 5 NA (34)

APPENDIX B

PERCENTAGES OF RESPONSE FOR ALL GROUPS

ITEM	NEVER EFFECTIVE	RARELY EFFECTIVE	OCCASIONALLY EFFECTIVE	FREQUENTLY EFFECTIVE	HIGHLY EFFECTIVE	DO NOT KNOW
1.	1.9%	5.7%	17.3%	40.3%	21.1%	13.4%
2.	3.8	9.6	19.2	25	17.3	23
3.	0	11.5	26.9	28.8	15.4	17.3
4.	0	5.7	19.2	30.7	30.7	7.7
5.	1.9	5.7	19.2	26.9	38.4	7.7
6.	1.9	1.9	32.6	28.8	25	9.6
7.	1.9	3.8	9.6	30.7	30.7	25
8.	0	9.6	9.6	34.5	26.9	17.3
9.	11.5	9.6	23	23	13.4	19.2
10.	23	7.7	28.8	7.7	1.9	30.7
11.	5.7	23	7.7	25	5.7	36.5
12.	5.7	15.4	13.4	34.5	19.2	11.5
13.	7.7	21.1	17.3	26.9	7.7	13.4
14.	7.7	25	30.7	13.4	7.7	15.4
15.	5.7	9.6	19.2	32.6	9.6	25
16.	3.8	13.4	11.5	38.4	17.3	17.3
17.	5.7	32.6	25	17.3	17.3	23
18.	7.7	17.3	19.2	7.7	9.6	26.9
19.	0	11.5	15.4	36.5	9.6	5.7
20.	1.9	5.7	21.1	28.8	19.2	23
21.	5.7	5.7	21.1	21.1	25	21.1
22.	5.7	7.7	13.4	30.7	13.4	28.8
23.	7.7	11.5	17.3	34.5	9.6	21.1
24.	5.7	15.4	21.1	21.1	11.5	25
25.	5.7	9.6	15.4	36.5	9.6	25
26.	7.7	7.7	11.5	23	21.1	26.9
27.	11.5	9.6	9.6	15.4	15.4	38.4
28.	9.6	7.7	25	15.4	17.3	25
29.	1.9	38	25	26.9	30.7	11.5
30.	1.9	7.7	7.7	32.6	46	5.7
31.	0	5.7	15.4	17.3	26.9	34.5
32.	3.8	5.7	15.4	28.8	19.2	25
33.	11.5	11.5	21.1	15.4	17.3	23
34.	17.3	11.5	30.7	7.7	15.4	17.3

N = 52

APPENDIX C

PERCENTAGES OF RESPONSE FOR PIEDMONT TECHNICAL INSTITUTE

EMPLOYEES

ITEM	NEVER EFFECTIVE	RARELY EFFECTIVE	OCCASIONALLY EFFECTIVE	FREQUENTLY EFFECTIVE	HIGHLY EFFECTIVE	DO NOT KNOW
1.	0 %	4.5%	18.2%	40.9%	20.4%	15.9%
2.	2.3	6.8	22.7	25	13.6	27.2
3.	0	11.4	29.5	27.2	11.4	20.4
4.	0	6.8	22.7	29.5	25	9
5.	2.3	6.8	18.2	29.5	34	9
6.	2.3	0	36.3	27.2	22.7	11.4
7.	2.3	4.5	9	34	27.2	25
8.	0	9	11.4	34	25	18.2
9.	13.6	9	27.2	25	11.4	13.6
10.	27.2	9	31.4	9	0	22.7
11.	6.8	20.4	6.8	29.5	4.5	36.3
12.	6.8	15.9	15.9	36.3	15.9	9
13.	6.8	22.7	20.4	20.4	9	13.6
14.	9	27.2	34	13.6	9	6.8
15.	4.5	6.8	0.4	36.3	6.8	27.2
16.	2.3	15.9	13.6	34	20.4	15.9
17.	6.8	9	25	13.6	15.9	22.7
18.	9	18.2	22.7	13.6	11.4	25.
19.	0	13.6	11.4	43.1	22.7	4.5
20.	2.3	4.5	20.4	31.8	18.2	22.7
21.	4.5	6.8	20.4	22.7	25	20.4
22.	6.8	6.8	13.6	29.5	13.6	29.5
23.	9	11.4	20.4	31.8	9	20.4
24.	6.8	13.6	22.7	18.2	13.6	25
25.	6.8	11.4	18.2	34	9	22.7
26.	9	9	11.4	22.7	20.4	25
27.	11.4	9	11.4	18.2	15.9	34
28.	9	9	25	15.9	15.7	25
29.	2.3	2.3	27.2	31.8	27.2	9
30.	0	6.8	9	36.3	43.1	6.8
31.	0	2.3	18.2	20.4	25	34
32.	4.5	4.5	18.2	29.5	18.2	22.7
33.	9	13.6	25	15.9	13.6	22.7
34.	15.9	13.6	31.8	6.8	11.4	20.4

N = 44

APPENDIX D

PERCENTAGES OF RESPONSE FOR ADMINISTRATIVE COUNCIL MEMBERS

ITEM	NEVER EFFECTIVE	RARELY EFFECTIVE	OCCASIONALLY EFFECTIVE	FREQUENTLY EFFECTIVE	HIGHLY EFFECTIVE	DO NOT KNOW
1.	0 %	0 %	25 %	75 %	0 %	0 %
2.	0	0	50	25	25	0
3.	0	0	50	50	0	0
4.	0	0	0	75	25	0
5.	0	25	0	25	50	0
6.	0	0	25	75	0	0
7.	0	0	0	50	50	0
8.	0	0	0	50	50	0
9.	0	0	25	75	0	0
10.	0	25	50	0	0	25
11.	0	25	25	25	0	25
12.	0	0	0	100	0	0
13.	0	0	50	50	0	0
14.	0	0	75	25	0	0
15.	25	0	25	25	25	0
16.	0	0	25	50	25	0
17.	0	0	50	0	25	25
18.	0	25	50	0	0	25
19.	0	0	25	50	25	0
20.	0	0	25	0	25	50
21.	0	0	25	25	25	25
22.	0	0	25	50	25	0
23.	0	0	25	75	0	0
24.	0	0	25	75	0	0
25.	0	0	25	75	0	0
26.	0	0	0	75	25	0
27.	0	0	0	50	50	0
28.	0	0	25	50	25	0
m29.	0	0	0	75	25	0
30.	0	0	0	75	25	0
31.	0	0	25	75	0	0
32.	0	0	25	75	0	0
33.	50	0	0	50	0	0
34.	25	25	25	25	0	0

N = 4

APPENDIX E

PERCENTAGES OF RESPONSE FOR FACULTY

ITEM	NEVER EFFECTIVE	RARELY EFFECTIVE	OCCASIONALLY EFFECTIVE	FREQUENTLY EFFECTIVE	HIGHLY EFFECTIVE	DO NOT KNOW
1.	0 %	4.8%	14.3%	42.8%	19 %	19 %
2.	0	4.8	28.5	23.8	9.5	33.3
3.	0	14.3	23.8	28.5	4.8	28.5
4.	0	14.3	33.3	23.8	14.3	14.3
5.	0	4.8	23.8	33.3	19	19
6.	0	0	53.3	4.8	23.8	19
7.	0	9.5	4.8	33.3	9.5	42.8
8.	0	14.3	19	28.5	14.3	23.8
9.	4.8	9.5	28.5	28.5	9.5	19
10.	23.8	4.8	38	14.3	0	19
11.	9.5	4.8	0	23.8	0	57
12.	9.5	14.3	9.5	38	14.3	14.3
13.	0	14.3	33.3	19	9.5	28.5
14.	4.8	28.5	42.8	4.8	4.8	14.3
15.	4.8	9.5	28.5	33.3	4.8	23.8
16.	4.8	23.8	23.8	23.8	14.3	14.3
17.	9.5	9.5	38	4.8	9.5	28.5
18.	14.3	14.3	19	19	9.5	23.8
19.	0	23.8	0	47.5	9.5	9.5
20.	4.8	9.5	14.3	42.8	9.8	23.8
21.	9.5	4.8	28.5	14.3	19	23.8
22.	4.8	0	14.3	38	14.3	28.5
23.	14.3	14.3	14.3	33.3	4.8	23.8
24.	14.3	19	23.8	14.3	4.8	23.8
25.	14.3	4.8	23.8	23.8	4.8	33.3
26.	9.5	9.5	14.3	23.8	0	38
27.	14.3	4.8	19	14.3	0	47.5
28.	9.5	9.5	23.8	14.3	4.8	38
29.	4.8	4.8	42.8	19	19	9.5
30.	0	4.8	14.3	52.3	14.3	14.3
31.	0	0	14.3	23.8	23.8	38
32.	4.8	4.8	14.3	33.3	14.3	23.8
33.	4.8	14.3	38	4.8	14.3	23.8
34.	14.3	14.3	33.3	0	14.3	23.8

N = 21

APPENDIX F

PERCENTAGES OF RESPONSE FOR PROFESSIONAL, NON-TEACHING STAFF MEMBERS

ITEM	NEVER EFFECTIVE	RARELY EFFECTIVE	OCCASIONALLY EFFECTIVE	FREQUENTLY EFFECTIVE	HIGHLY EFFECTIVE	DO NOT KNOW
1.	0 %	5.3%	21 %	31.6%	26.3%	15.9%
2.	5.3	10.5	10.5	26.3	15.9	26.3
3.	0	10.5	31.6	21	21	15.9
4.	0	0	21	26.3	36.9	5.3
5.	5.3	5.3	15.9	26.3	47.3	0
6.	5.3	0	21	42	26.3	5.3
7.	5.3	0	15.9	31.6	42	10.5
8.	0	5.3	5.3	42	31.6	15.9
9.	26.3	10.5	26.3	10.5	15.9	10.5
10.	36.9	10.5	21	5.3	0	26.3
11.	5.3	36.9	10.5	36.9	10.5	15.9
12.	5.3	21	26.3	21	21	5.3
13.	15.9	36.9	10.5	21	10.5	5.3
14.	15.9	31.9	15.9	21	15.9	0
15.	0	5.3	10.5	47.3	5.3	31.6
16.	0	10.5	0	42	26.3	21
17.	5.3	10.5	5.3	26.3	21	15.9
18.	5.3	21	21	10.5	15.9	26.3
19.	0	5.3	21	36.9	36.9	0
20.	0	0	26.3	26.3	31.6	15.9
21.	0	10.5	10.5	31.6	31.6	15.9
22.	10.5	15.9	10.5	15.9	10.5	36.9
23.	5.3	10.5	26.3	21	15.9	21
24.	0	10.5	21	10.5	26.3	31.6
25.	0	21	5.3	42	15.9	15.9
26.	10.5	10.5	10.5	10.5	42	15.9
27.	10.5	15.9	5.3	15.9	26.3	26.3
28.	10.5	10.5	26.3	10.5	26.3	15.9
29.	0	0	15.9	36.9	36.9	10.5
30.	0	10.5	5.3	10.5	73.6	0
31.	0	5.3	21	5.3	31.6	36.9
32.	5.3	5.3	21	15.9	26.3	26.3
33.	5.3	15.9	15.9	21	15.9	26.3
34.	15.9	10.5	31.6	10.5	10.5	21

N = 19

APPENDIX G

PERCENTAGES OF RESPONSE FOR LIBRARY/LEARNING CENTER STAFF

ITEM	NEVER EFFECTIVE	RARELY EFFECTIVE	OCCASIONALLY EFFECTIVE	FREQUENTLY EFFECTIVE	HIGHLY EFFECTIVE	DO NOT KNOW
1.	0 %	0 %	20 %	40 %	0 %	40 %
2.	0	20	0	20	0	60
3.	0	20	40	0	0	40
4.	0	0	60	20	20	0
5.	20	0	20	40	20	0
6.	20	0	40	20	20	0
7.	20	0	20	0	40	40
8.	0	20	0	20	20	40
9.	60	20	0	0	0	20
10.	80	0	0	0	0	20
11.	0	60	0	0	20	0
12.	0	40	40	20	0	0
13.	40	40	0	0	0	20
14.	40	40	0	0	20	0
15.	0	20	0	60	0	20
16.	0	0	0	40	20	40
17.	20	0	40	20	0	20
18.	0	0	40	20	0	20
19.	0	0	60	0	40	0
20.	0	0	40	20	40	0
21.	0	20	20	20	40	0
22.	20	20	20	20	0	20
23.	0	20	40	20	0	20
24.	0	0	60	20	20	0
25.	0	20	20	20	20	20
26.	0	20	20	0	40	20
27.	0	20	20	20	20	20
28.	40	0	20	0	40	0
29.	0	0	40	20	40	0
30.	0	0	20	20	60	0
31.	0	0	60	0	40	0
32.	20	0	40	0	40	0
33.	20	20	20	20	20	0
34.	40.	0	40	0	20	0

N = 5

APPENDIX H

PERCENTAGES OF RESPONSE FOR STUDENT SERVICES STAFF

ITEM	NEVER EFFECTIVE	RARELY EFFECTIVE	OCCASIONALLY EFFECTIVE	FREQUENTLY EFFECTIVE	HIGHLY EFFECTIVE	DO NOT KNOW
1.	0 %	0 %	40 %	40 %	0 %	20 %
2.	0	20	0	40	0	40
3.	0	0	60	20	0	20
4.	0	0	60	20	0	20
5.	0	20	20	40	20	0
6.	0	0	20	60	20	0
7.	0	0	0	60	40	0
8.	0	0	20	40	20	0
9.	20	20	40	20	0	0
10.	40	20	20	20	0	0
11.	0	20	0	40	0	40
12.	0	40	40	0	0	20
13.	20	40	0	40	0	0
14.	20	40	20	20	0	0
15.	0	0	20	20	0	60
16.	0	20	0	60	20	0
17.	0	40	20	0	0	40
18.	0	40	40	0	0	20
19.	0	20	0	60	20	0
20.	0	0	20	20	0	60
21.	0	20	0	20	20	40
22.	20	20	0	20	0	40
23.	0	0	40	40	0	20
24.	0	40	0	0	20	40
25.	0	40	0	60	0	0
26.	20	20	0	20	0	40
27.	0	20	0	20	20	40
28.	0	40	20	0	0	40
29.	0	0	20	40	0	40
30.	0	40	0	20	40	0
31.	0	20	0	0	20	60
32.	0	20	0	0	0	80
33.	0	20	0	0	0	80
34.	0	20	20	0	0	60

N = 5

APPENDIX I

PERCENTAGES OF RESPONSE FOR ADULT CONTINUING EDUCATION STAFF

ITEM	NEVER EFFECTIVE	RARELY EFFECTIVE	OCCASIONALLY EFFECTIVE	FREQUENTLY EFFECTIVE	HIGHLY EFFECTIVE	DO NOT KNOW
1.	0 %	0 %	0 %	28.5%	71.3%	0 %
2.	0	0	28.5	28.5	42.8	0
3.	0	0	14.3	42.8	42.8	0
4.	0	0	0	28.5	71.3	0
5.	0	0	14.3	14.3	71.3	0
6.	0	0	14.3	28.5	42.8	14.3
7.	0	0	28.5	28.5	42.8	0
8.	0	0	0	57	42.8	0
9.	0	0	28.5	14.3	42.8	14.3
10.	0	0	42.8	0	0	57
11.	0	0	28.5	57	0	14.3
12.	14.3	0	0	28.5	57	0
13.	0	28.5	28.5	14.3	28.5	0
14.	0	14.3	14.3	42.8	28.5	0
15.	0	0	14.3	57	14.3	14.3
16.	0	0	0	28.5	42.8	28.5
17.	0	0	0	57	42.8	0
18.	0	14.3	0	14.3	28.5	42.8
19.	0	0	14.3	42.8	42.8	0
20.	0	0	14.3	42.8	42.8	0
21.	0	0	14.3	28.5	42.8	14.3
22.	0	0	14.3	14.3	28.5	42.8
23.	0	14.3	14.3	0	42.8	28.5
24.	0	0	14.3	14.3	28.5	42.8
25.	0	0	0	57	28.5	14.3
26.	0	0	14.3	14.3	71.3	0
27.	14.3	14.3	0	14.3	28.5	28.5
28.	0	0	28.5	14.3	42.5	14.3
29.	0	0	0	28.5	71.3	0
30.	0	0	0	0	100	0
31.	0	0	14.3	14.3	42.8	28.5
32.	0	0	14.3	42.8	28.5	14.3
33.	0	14.3	28.5	14.3	28.5	14.3
34.	14.3	0	42.8	14.3	14.3	14.3

N = 7

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 18 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

APPENDIX J

PERCENTAGES OF RESPONSE FOR ADVISORY COMMITTEE MEMBERS

ITEM	NEVER EFFECTIVE	RARELY EFFECTIVE	OCCASIONALLY EFFECTIVE	FREQUENTLY EFFECTIVE	HIGHLY EFFECTIVE	DO NOT KNOW
1.	12.5%	12.5%	12.5%	37.5%	25 %	0 %
2.	12.5	25	0	25	37.5	0
3.	0	12.5	12.5	37.5	37.5	0
4.	0	0	0	37.5	62.5	0
5.	0	0	25	12.5	62.5	0
6.	0	12.5	12.5	37.5	37.5	0
7.	0	0	12.5	12.5	50	25
8.	0	12.5	0	37.5	37.5	12.5
9.	0	12.5	0	12.5	25	50
10.	0	0	12.5	0	12.5	75
11.	0	37.5	12.5	0	12.5	37.5
12.	0	12.5	0	25	37.5	25
13.	12.5	12.5	0	62.5	0	12.5
14.	0	12.5	12.5	12.5	0	62.5
15.	12.5	25	12.5	12.5	12.5	25
16.	12.5	0	0	62.5	0	25
17.	0	0	12.5	37.5	25	25
18.	0	12.5	0	25	25	37.5
19.	0	0	37.5	0	50	12.5
20.	0	12.5	25	12.5	25	25
21.	12.5	0	25	12.5	25	25
22.	0	12.5	12.5	37.5	12.5	25
23.	0	12.5	0	50	12.5	25
24.	0	25	12.5	37.5	0	25
25.	0	0	0	50	12.5	37.5
26.	0	0	12.5	25	25	37.5
27.	12.5	12.5	0	0	12.5	62.5
28.	12.5	0	25	12.5	25	25
29.	0	12.5	12.5	0	50	25
30.	12.5	12.5	0	12.5	62.5	0
31.	0	25	0	0	37.5	37.5
32.	0	12.5	0	25	25	37.5
33.	25	0	0	12.5	37.5	25
34.	25	0	25	12.5	37.5	0

N = 8